

Dear Parents/Guardians of Grade 5 students:

Welcome to the 2016- 2017 school year! We are thrilled and honored to have the opportunity to teach and work with your students. Please make sure that you and your student(s) read through the Grade 5 syllabi packet as each teacher has outlined his/her guidelines, grading policies, expectations, and course curriculum for the year.

We have an important and exciting year ahead of us in all classes. From building confidence in math skills, to exploring the mysteries of science, to learning Latin culture and vocabulary, to sharpening critical reading and writing skills, to exploring the cultures and geography of the world around us, to exploring the self through physical education and the arts, our students are in for a busy and engaging year!

The fifth grade is a transition time for students coming into Latin. Throughout the year we teach them responsibility, organization, and practical study skills. As a team we have come up with a color-coded, binder and notebook system to help students stay organized, we've discussed how much homework can be assigned in a night, and we've made a commitment to not overwhelm students with assignments, tests and quizzes. Please help your students rise to the challenges that we will set for them by checking that they do their homework nightly, that they utilize their planner to stay organized, and that their backpack has an organizational system that works. Together we can start to instill valuable skills that will last a lifetime.

To help you stay informed as a parent/guardian we have come up with three avenues of information – the wikispace, a monthly e-newsletter, and access to PowerSchool, our grading system - that we will put out there for your use; however, the best source is always asking your student about their day, assignments, and what is happening in class!

The wikispace (<http://wlpacsmiddleschool.wikispaces.com/>) has a page for each teacher to post homework, upcoming assessments, worksheet links when possible, enrichment work et cetera. The wikispace will be updated by 5pm with assignment snapshots of the coming week; however, it is not a replacement for a student's own planner and sense of responsibility with papers and assignments. It is a safety net and an informational page for parents/guardians.

PowerSchool (<https://latinpcs.powerschool.com/public/home.html>) is our online gradebook system that allows you to see your student's progress, missed assignments, and assessment results. Your login and password will be emailed to you by Mr. Ryan Benjamin.

To help parents/guardians stay better informed of upcoming field trips, projects, and simply the curriculum of their child's classes, the fifth grade team will be sending out an e-newsletter via a 5<sup>th</sup> grade email listserv about once a month.

We look forward to a wonderful year with your students. In order to get all timely information, please fill out, sign, and detach the contact information page/questionnaire and send it back with your student tomorrow so that we may know the best way to contact you and that you have received this packet.

We look forward to getting to know you over the school year!

Sincerely,

Your 5<sup>th</sup> grade teachers

## **A NOTE ON ROLLING BACKPACKS:**

**Due to safety concerns, organizational habits, and space, the 5<sup>th</sup> and 6<sup>th</sup> grade team kindly requests students not bring rolling backpacks to school.**

### **Safety:**

We have found in our time teaching that rolling backpacks often pose more safety concerns in the hallways, on the stairs, and in the classroom than traditional backpacks or tote bags. Some students treat them as toys or are unaware of what they are rolling over in moving from one class to another. Many students are incapable or unwilling to pick them up when moving up and down stairs; dragging them down a flight of stairs is both dangerous to others and destructive to the property.

### **Organizational Habits:**

The 5<sup>th</sup> and 6<sup>th</sup> grade teachers make a conscious effort to teach students how to organize their work and use their lockers so that a student does not have to haul all materials home every day. In addition, we are fortunate to be able to request that students leave textbooks at home because we have access to class sets in the room should a student need a book during the school day.

In our time teaching, we have found that students with rolling backpacks tend to make less conscious decisions about what they are hauling around, and as a result, the level of organization tends to be lower.

### **Space:**

While our classrooms and hallways are certainly bigger than they ever have been before, the space a rolling backpack takes up compared to a well-tended traditional backpack is still considerate. We prefer to use the space we have in rooms and hallways for learning, not storage.

### **Health:**

As a team, we certainly recognize the health concerns around the weight of a backpack and the lure of the rolling bag. By requesting students leave textbooks at home, teaching them how to use lockers, and conducting regular clean outs of bag and binders, we hope to minimize the weight on our students' backs.

***Should you feel strongly that your child should be allowed a rolling backpack for health reasons, please bring a doctor's note to Mrs. Pike, the 5/6 Grade Director.***

## 5<sup>th</sup> Grade Supply List 2016 - 2017

Fifth grade is an important transitional time for our students that can be fun and exciting. In order to introduce new organizational skills and alleviate any confusion, we have adopted a color-coded system for each subject. Some classes will use colored binders and notebooks, some will just use colored notebooks. Please do not deviate from the colors listed below, as these details will be important for organization and study skills!

### Science

- Blue three ring binder (1.5 or 2 inch)
- Blue spiral notebook with binder holes
- Blue folder with binder holes
- Metric ruler

### English:

- Black spiral notebook
- Black 2-in binder and 5 dividers
- a black folder with pockets

### Geography

- (1) 5-subject red notebook with a plastic cover (no smaller than 8.5" x 11")
- Plastic red folder with prongs

### P.E./Health

- Yellow 2-subject notebook
- Yellow two-pocket folder

### Math

- A 1 or 2 subject 8.5" x 11" or 9" x 11" purple notebook with a plastic cover. (without perforated pages is best and please nothing smaller than what is listed above). Accel by Staples carries a good one, as well as Yoobi from Target.
- Plastic purple folder with prongs
- Colored Pens (NOT black!)
- Highlighters

### Required Multi-Class Supplies:

- WLPCS Planner (available from the front office for \$5)
- Folder with two pockets or accordion file for homework
- mechanical pencils OR pencils with handheld sharpener
- Pens
- Pencil case or bag
- Colored pencils
- Glue-sticks
- Lined paper (1 pack)
- Tape
- Index Cards
- Scissors (optional)

### Latin\*

- Voluntary \$10 contribution for Latin workbook costs
- Green spiral notebook
- Green folder with prongs

### Optional Advisory Donations

- Dry erase markers (dozen)
- 2 boxes of Kleenex
- Disinfectant wipes
- Hand sanitizer

### Theater

- Orange two-pocket folder

### A NOTE ON ROLLING BACKPACKS:

**Due to safety concerns, organizational habits, and space, the 5<sup>th</sup> and 6<sup>th</sup> grade team kindly requests students not bring rolling backpacks to school. Students use lockers, keep textbooks at home, and regularly clean out binders to manage the weight of their backpack.**

*Should you feel strongly that your child should be allowed a rolling backpack for health reasons, please bring a doctor's note to Mrs. Pike, the 5/6 Grade Director.*

*\* requested supplies may change*

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**Fifth Grade Latin (Introduction to Latin) 2016-2017**

**(Ms. Afokpa)**

**contact information [cafokpa@latinpcs.org](mailto:cafokpa@latinpcs.org)**

**Salvete, discipuli!**

**Welcome to Latin**

**Course Goals:**

- To learn about the language, customs, history, mythology and art of the ancient Greeks and Romans
- To strengthen student vocabulary through derivative study
- To use common Latin phrases successfully
- To strengthen students' grasp of the English language through the study of Latin grammar
- To understand why the study of language and ancient culture is relevant and important today

Course work will be divided into several sections and include mythology units, Latin phrase units, history and culture units, and grammar and vocabulary units. All units will be taught throughout the entire year and each will have a variety of ongoing and final assessments.

Students will approach an understanding of the importance of language both written and oral and also begin to become comfortable with public speaking, areas which, while also the cornerstones of education in ancient times, are still useful in today's world.

This class will cover the interrelatedness of the Mediterranean world, the influence of different cultures and peoples on the achievements of the Romans, the importance of Latin in our understanding of the English language, and the universality of myths.

By the end of the year students should have a general grasp of the ancient Roman world, should be able to identify many common Latin phrases and know how to use them correctly in daily use, should have an appreciation and understanding of the foundation and creation myths which still inform our modern civilizations and should have learned some basic Latin- enough to prepare them for further in-depth study of this language.

We will use many different methods both of teaching and assessing. Students will learn to discuss following the Socratic method, students will learn by using memorization and drills to master simple aspects of grammar and to learn basic Latin vocabulary, students will read both history and mythology, they will do research projects and they will do skits. They will be assessed in informal ways by their class participation and in more formal ways by quizzes both written and oral, by projects and exams.

**Grading:**

Class participation 12%  
Homework 8%  
Projects 18%  
Mastery of ten units 50%  
Latin phrases 12%

**Supplies:**

Students must bring the following to each and every class:

- \* Latin workbook
- \* GREEN pocket folder with brads
- \* Two sets of spiral bound index cards
- \* A pen or pencil
- \* Any homework that is due
- \* School planner to write down home work that is due
- \* An open mind and a fun attitude

# 2016-2017 5<sup>th</sup> & 6<sup>th</sup> Grade

## Physical Education / Theater CLASS SCHEDULE

This schedule is posted at [www.LatinAthletics.org](http://www.LatinAthletics.org) on the homepage.

|                       | <u>Monday</u> | <u>Tuesday</u> | <u>Wednesday</u> | <u>Thursday</u> | <u>Friday</u> |
|-----------------------|---------------|----------------|------------------|-----------------|---------------|
| Week of 8/22/16       |               |                |                  |                 |               |
| 5 <sup>th</sup> Grade | No School     | No School      | Theater          | PE              | Theater       |
| 6 <sup>th</sup> Grade | No School     | No School      | PE               | Theater         | Health        |
| Week of 8/29/16       |               |                |                  |                 |               |
| 5 <sup>th</sup> Grade | PE            | Theater        | PE               | Theater         | Health        |
| 6 <sup>th</sup> Grade | Theater       | PE             | Theater          | PE              | Theater       |
| Week of 9/5/16        |               |                |                  |                 |               |
| 5 <sup>th</sup> Grade | No School     | PE             | Theater          | PE              | Theater       |
| 6 <sup>th</sup> Grade | No School     | Theater        | PE               | Theater         | Health        |
| Week of 9/12/16       |               |                |                  |                 |               |
| 5 <sup>th</sup> Grade | PE            | Theater        | PE               | Theater         | Health        |
| 6 <sup>th</sup> Grade | Theater       | PE             | Theater          | PE              | Theater       |
| Week of 9/19/16       |               |                |                  |                 |               |
| 5 <sup>th</sup> Grade | Theater       | PE             | Theater          | PE              | Theater       |
| 6 <sup>th</sup> Grade | PE            | Theater        | PE               | Theater         | Health        |
| Week of 9/26/16       |               |                |                  |                 |               |
| 5 <sup>th</sup> Grade | PE            | Theater        | PE               | Theater         | Health        |
| 6 <sup>th</sup> Grade | Theater       | PE             | Theater          | PE              | Theater       |
| Week of 10/3/16       |               |                |                  |                 |               |
| 5 <sup>th</sup> Grade | Theater       | PE             | Theater          | PE              | Theater       |
| 6 <sup>th</sup> Grade | PE            | Theater        | PE               | Theater         | Health        |
| Week of 10/10/16      |               |                |                  |                 |               |
| 5 <sup>th</sup> Grade | No School     | Theater        | PE               | Theater         | Health        |
| 6 <sup>th</sup> Grade | No School     | PE             | Theater          | PE              | Theater       |
| Week of 10/17/16      |               |                |                  |                 |               |
| 5 <sup>th</sup> Grade | Theater       | PE             | Theater          | PE              | Theater       |
| 6 <sup>th</sup> Grade | PE            | Theater        | PE               | Theater         | Health        |
| Week of 10/24/16      |               |                |                  |                 |               |
| 5 <sup>th</sup> Grade | PE            | Theater        | PE               | Theater         | Health        |
| 6 <sup>th</sup> Grade | Theater       | PE             | Theater          | PE              | Theater       |
| Week of 10/31/16      |               |                |                  |                 |               |
| 5 <sup>th</sup> Grade | Theater       | PE             | Theater          | PE              | Theater       |
| 6 <sup>th</sup> Grade | PE            | Theater        | PE               | Theater         | Health        |

## 2016-2017 5<sup>th</sup> & 6<sup>th</sup> Grade Physical Education / Theater CLASS SCHEDULE

Week of 11/7/16

|                       |         |         |         |         |           |
|-----------------------|---------|---------|---------|---------|-----------|
| 5 <sup>th</sup> Grade | PE      | Theater | PE      | Theater | No School |
| 6 <sup>th</sup> Grade | Theater | PE      | Theater | PE      | No School |

Week of 11/14/16

|                       |         |         |         |         |         |
|-----------------------|---------|---------|---------|---------|---------|
| 5 <sup>th</sup> Grade | Theater | PE      | Theater | PE      | Theater |
| 6 <sup>th</sup> Grade | PE      | Theater | PE      | Theater | Health  |

Week of 11/21/16

|                       |         |         |           |           |           |
|-----------------------|---------|---------|-----------|-----------|-----------|
| 5 <sup>th</sup> Grade | PE      | Theater | No School | No School | No School |
| 6 <sup>th</sup> Grade | Theater | PE      | No School | No School | No School |

Week of 11/28/16

|                       |         |         |         |         |           |
|-----------------------|---------|---------|---------|---------|-----------|
| 5 <sup>th</sup> Grade | Theater | PE      | Theater | PE      | No School |
| 6 <sup>th</sup> Grade | PE      | Theater | PE      | Theater | No School |

Week of 12/5/16

|                       |         |         |         |         |           |
|-----------------------|---------|---------|---------|---------|-----------|
| 5 <sup>th</sup> Grade | PE      | Theater | PE      | Theater | No School |
| 6 <sup>th</sup> Grade | Theater | PE      | Theater | PE      | No School |

Week of 12/12/16

|                       |         |         |         |         |         |
|-----------------------|---------|---------|---------|---------|---------|
| 5 <sup>th</sup> Grade | Theater | PE      | Theater | PE      | Theater |
| 6 <sup>th</sup> Grade | PE      | Theater | PE      | Theater | Health  |

Week of 12/19/16

|                       |         |         |           |           |           |
|-----------------------|---------|---------|-----------|-----------|-----------|
| 5 <sup>th</sup> Grade | PE      | Theater | No School | No School | No School |
| 6 <sup>th</sup> Grade | Theater | PE      | No School | No School | No School |

Week of 12/26/16

|                       |                   |  |  |  |  |
|-----------------------|-------------------|--|--|--|--|
| 5 <sup>th</sup> Grade | No School - Break |  |  |  |  |
| 6 <sup>th</sup> Grade | No School - Break |  |  |  |  |

Week of 1/2/17

|                       |           |         |         |         |         |
|-----------------------|-----------|---------|---------|---------|---------|
| 5 <sup>th</sup> Grade | No School | PE      | Theater | PE      | Theater |
| 6 <sup>th</sup> Grade | No School | Theater | PE      | Theater | Health  |

Week of 1/9/17

|                       |         |         |         |         |         |
|-----------------------|---------|---------|---------|---------|---------|
| 5 <sup>th</sup> Grade | PE      | Theater | PE      | Theater | Health  |
| 6 <sup>th</sup> Grade | Theater | PE      | Theater | PE      | Theater |

Week of 1/16/17

|                       |           |         |         |         |         |
|-----------------------|-----------|---------|---------|---------|---------|
| 5 <sup>th</sup> Grade | No School | PE      | Theater | PE      | Theater |
| 6 <sup>th</sup> Grade | No School | Theater | PE      | Theater | Health  |



## **How can we communicate through Theater?**

Fifth graders are by their very nature, uniquely curious, willing to communicate and stretch their wings and ready to take chances with new experiences.

Essential questions will be addressed and explored, such as; What is Theater? How is Theater created? Where did Theater come from? Why does an audience go to the theater? What do you want to feel at the theater? How do we gain a deeper appreciation of not only the world of Theater, but also its relationship to our contemporary world, our cultural influences, and ourselves?

Through cooperative efforts we will discover, create, analyze, and problem-solve to complete common goals and create community. Selected fifth graders will perform in an evening showcase and in a master class assembly setting, as well.

### **Greek Theater History**

The origin of Western Theater traditions is understood in the study of Greek Theater. Students will build vocabulary, identify key elements of Aristotle's Poetics, and see how the traditions of Greek Comedy and Tragedy shape our modern Theater.

### **Acting Work**

This course will encourage students to observe the world around them. Imagination work and the study of character, teamwork and story will be explored in improvisation, team-building exercises and the tradition of storytelling. Fairy Tales will be studied to understand how an actor develops character. Observation skills will be developed to understand Human character and behavior. In-class performance projects will help us to assess students' mastery of the Theater curriculum.

### **Journaling**

Students will keep journals in the classroom to record thoughts about Theater, performance, people, history and stories. The use of proper spelling and grammar will be encouraged but the flow of feeling and thought takes precedence.

### **Voice and Movement**

The Voice and the Body are two of the most important Actor's tools. Regular work on developing these tools is the backbone of this course and like the human backbone, learning these skills will help students build a foundation from which they can stand up and speak out. A song and dance number will be taught.

## Theater 5<sup>th</sup> grade Syllabus

### Grading

|                         |     |
|-------------------------|-----|
| Homework                | 15% |
| Class work and projects | 25% |
| Assessments             | 20% |
| Participation           | 40% |

### Late Homework – Daily Assignments and Long-Term Projects

#### *Daily homework*

The point of homework is to advance a student's learning through independent practice and/or exploration. Homework and class work are often intertwined and homework provides the catalyst for a day's lesson. We will therefore not accept late homework for full credit; students who turn in completed homework on the day it is due (the degree of completion being the province of the teacher) will receive full credit; students who fail to turn in homework on the day it is due will receive only partial credit for that daily assignment. Individual teachers will grant exceptions to this policy for illness, significant family events, or anything else a teacher deems worthy of exception.

#### *Long-term projects*

The work for most projects in Theater will be done in class. However, we expect students to continue their efforts outside of this class time. Because we take seriously our responsibility to teach students how to manage their time and plan for a long-term project, we take a different approach with anything that requires more than one or two days to complete. Students who complete a long-term project on time are eligible to receive full credit; students who hand in a long-term project one day late can receive no better than a B, and students who turn in a long-term project two days late can receive no better than a C. At the end of the two-day period, teachers may decide to give students partial credit for the work they have done on a project or they may decide to give a student a failing grade. Individual teachers will determine any exceptions for illness, significant family events, etc.

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**WASHINGTON LATIN PUBLIC CHARTER SCHOOL**  
**PHYSICAL EDUCATION AND ATHLETICS**

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**Health and Physical Education**

The Washington Latin PCS Health and Physical Education program is designed to allow students to have a greater understanding of the needs of the body, foods the body needs, how the body and systems in the body works and to develop and strengthen the physical, social and emotional needs of children participating in athletic, fitness related, and recreational activities. This program will also show students the correlation between health and physical education and the importance of both for a healthy lifestyle. The program encourages students to participate in and enjoy a variety of activities.

It is the primary goal of the health/physical education program that each child enjoys every class and activity while participating in a socially comfortable atmosphere. During the health classes, students will be required to actively participate in each class. During physical activities, competition and winning and losing have little emphasis within the parameters of the physical education curriculum. Fair play and good sportsmanship are encouraged and expected in all activities.

Goals of the Washington Latin PCS Physical Education program:

- To develop a greater understanding of what the body requires
- To develop a greater understanding of how the body and systems in the body works
- To determine the correlation between health and physical education
- To develop fundamental and age-appropriate skills.
- To develop physical, social and emotional growth.
- To develop compassion and good sportsmanship.
- To promote responsibility.
- To develop a feeling of enjoyment and self-accomplishment.
- To develop an understanding that winning and losing are not the ultimate end in athletic participation.

**5<sup>th</sup> /6<sup>th</sup> Grade Health and Physical Education**

These courses are designed to give students the opportunity to learn through a comprehensive sequentially planned Health and Physical Education program in accordance with the National Standards for Health and Physical Education. For the Physical Education aspect, the emphasis is on the development of the student's physical fitness and needs by manipulating a variety of activities to achieve that goal. Students will learn the correct techniques for using throwing, catching, striking, kicking, trapping, and dribbling. Students will learn to analyze their performances in order to learn or improve a movement skill. Students will learn fitness concepts, participate in a variety of fitness development exercises, assess their personal fitness, and set goals for



improvement or maintenance. For the health aspect, students will be exposed to a series of lectures that will allow them to have a greater understanding of needs of the body, foods the body needs, how the body and systems in the body works.

Working in small groups, students will learn both exchange information and to accept personal differences (maturity levels, physical differences, physical abilities, cultures, and gender differences). Units of instruction include playground rules and games; jump rope; throwing and catching; striking with hands; striking with implements; striking with feet; new games. Health classes will prepare students to live healthier lifestyles and encourage them to seek out appropriate activities that the body needs to grow and maintain good physical health. Daily classes in physical education will contain a portion of the class devoted to a focus on fitness and a focus on skills. Students also participate in a year-long fitness event for cardiovascular/aerobic fitness.

#### **PE/Health Assignments/Journal:**

Each student will be **required** to keep a health journal. The first five minutes of class will be dedicated to entering information into the journal. In addition to the journal various assignments will be given each class. This journal can be a two (2)-subject notebook that will be distinguished between PE and Health.

#### **Quizzes:**

Students will be quizzed on vocabulary and topics covered during class. It is **imperative** that each student keeps notes during class.

#### **Physical Education Uniforms**

Each student in 5<sup>th</sup>/6<sup>th</sup> Grade is required to purchase a P.E. uniform at the beginning of the school year. The uniform consists of the following: **GREY LATIN T-SHIRT**, a pair of cardinal Latin mesh shorts, a grey Latin sweatshirt, and a pair of grey Latin sweatpants, plus a P.E. bag. The P.E. uniform will be required during all classes in order to participate. If a uniform is lost, then a new one will need to be purchased.

Each student must also have a small bag to put their clothes in during class. These bags will be locked up during class. Backpacks are too large for storage. Latin PE bags are available for purchase. You may bring your own small bag.

Families qualifying for Free & Reduced Meals (FARMS) will be given ONE(1) complete set of PE clothing. Please indicate this below. I will check our list at school to confirm qualification. Your name must be on the list to receive this benefit. Replacement items will be charged at the normal costs.

The students are asked to bring a pair of lace-up sneakers that can be kept in their locker for use in class.

The majority of the Washington Latin Physical Education classes take place outside throughout the school year. Students will be able to wear their jackets, along with a knit

winter cap and gloves, or mittens on days that warrant use. Baseball caps are not permitted.

**GYM** - With the addition of the GYM, our curriculum will be enhanced.

### **PE Grading:**

Physical Education grades are assessed at the end of each class and will accumulate at the end of each quarter. Grades are determined by assessing each student as an *individual*, and not how they compare to their peers. The following is a breakdown of the categories used to determine Physical Education grades/class:

- |   |          |
|---|----------|
| 1. <b>Application of Instruction</b>  | 5 Points |
| Applies instructional concepts and strategies in intramural play.                             |          |
| 2. <b>Attentiveness in/during class instruction</b>   | 5 Points |
| Remaining attentive for the duration of class.  |          |
| 3. <b>Participation</b>   | 5 Points |
| Sustains participation throughout classroom and physical activity.                            |          |
| 4. <b>Physical Potential</b> - the effort grade!  | 5 Points |
| Works up to their own physical potential.   |          |
| 5. <b>Respect</b>   | 5 Points |
| Displays good sportsmanship, respect for the teacher, other students and a positive attitude. |          |

\*Students will receive a zero (0) for the class if not dressed properly.

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25 pts/class

### **Health Grading:**

Each Health class, students will earn 10pts – 5pts for having their journal and taking notes - 5pts for active class participation.

### **PE Class Schedule**

The class schedule/rotation is posted at [www.LatinAthletics.org](http://www.LatinAthletics.org)



# Fifth Grade Math

2016-2017

Mrs. Minera [nminera@latinpcs.org](mailto:nminera@latinpcs.org)

Mrs. Pike [kpik@latinpcs.org](mailto:kpik@latinpcs.org)

## Course Goals

- To strengthen basic mathematical skills, ensuring a strong foundation for further mathematical study.
- To gain skills that will help students make sense of problems and persevere in solving them.
- To develop writing and reasoning skills in a mathematical context.

## Course Overview

The main topics that will be covered include, but are not limited to:

- Whole numbers and decimals
- Order of Operations (including exponents)
- Data and Graphs (mean/median/mode/range)
- Patterns, Variables and Expressions
- One-Step Equations
- Number Theory and Fractions
- Adding and Subtracting Fractions/Mixed Numbers
- Multiplying and Dividing Fractions/Mixed Numbers
- Geometry



## Supplies



For **every class** you will need to bring the following supplies with you:

- A **SHARPENED** pencil (yes, mechanical pencils are ok!)
- A colored pen (not black)
- Your Interactive Math Notebook
- Your Planner
- A SMILE

## Daily Classroom Routine

### **Getting Started! (Ninja Time)**

You will enter the classroom silently (like a ninja!) and in proper uniform. The first 5-10 minutes of class are silent. You will use this time to:

1. **Prepare for class by:**
  - clearing your desk of everything except your math materials
  - making sure you have a sharpened pencil (math work completed in pen will not be accepted)
2. **Check Homework**
  - Take your homework out and begin correcting your answers with a **COLORED** pen. Be ready to ask questions about any problems you did not understand.
3. **Write down homework in your planner**
4. **Work on "Do Now" or "Problem of the Day"**

Once the 5-10 minutes are over, we will go over your homework.

### Game Time: Factor Facedown!

Factor Facedown is a multiplication competition. If you want to dominate: STUDY STUDY STUDY the facts that you don't know- 10 minutes a day goes a long way!

### Let's Learn Something New!

You will be introduced to the objective for the day covering a new math concept. On some days, Mrs. Minera/Mrs. Pike will teach a lesson based on that objective. Your job during this time is to take notes in your notebook, answer questions and ask good questions. On other days, you will work in smaller groups in math stations on different activities that will help you learn and/or practice new concepts.

### Homework

On many days, you will have the time to get started on your math homework in class. Use this time to ask Mrs. Minera/Mrs. Pike for help with any of the concepts that you are having trouble with.

### Exit Ticket

Complete the Exit Ticket reflection and problem(s) to the best of your ability in order to escape math class!

### Homework

Each homework assignment is to be completed in your Interactive Math Notebook on the right hand side of the corresponding lesson. Most homework problems will be taken directly from the "Check Your Understanding" and "Homework Exercises" sections of the corresponding lesson in your textbook. Use your textbook, your notes and the video tutor as a resource any time you struggle with an assignment. You are expected to write your homework in your planner daily. Mrs. Minera will check your homework for effort and completion each day. Refer to the homework rubric in your notebook for more information on homework grading. **NO LATE HOMEWORK IS ACCEPTED- with the exception of 1 late homework pass per quarter.**

### Classroom Rules/Expectations

**CLASSROOM**  
**RULES** **LISTEN & LEARN**  
**ALWAYS** **SPEAK KIND WORDS**  
**DO YOUR** **NEVER GIVE UP**  
**BEST!** **RAISE YOUR HAND**  
**SAY PLEASE & THANK YOU**  
**FOLLOW DIRECTIONS**  
**BE** *respectful and responsible*  
**HONEST & HELPFUL**  
**BELIEVE IN YOURSELF**  
**WORK HARD & DREAM BIG**  
*remember to clean up after yourself*

These rules are posted in our classroom. We expect our students to hold themselves to the highest of standards when completing work and when adhering to the guidelines of both this class and Washington Latin as a school. There is zero tolerance for disrespectful behavior and lots of appreciation for positive behavior!

## **Classroom Procedures**

**Entering the Classroom:** All students will enter the classroom silently and get to work promptly.

**Attention Signals:** Mrs. Minera/Mrs. Pike will practice several attention signals with you. If Mrs. Minera/Mrs. Pike is trying to get your attention that means that you should be silent with your full attention on her.

**Raising your hand to speak:** You will raise your hand to participate in whole group discussion unless Mrs. Minera/Mrs. Pike tells you otherwise. It is unacceptable for you to call out without a raised hand unless the class is having an open discussion or seminar.

**Absences/lost handouts:** You are responsible for work you missed while absent. If you are absent, it is your responsibility to update your notebook using Mrs. Minera's/Mrs. Pike's notebook or another classmate's notebook. Please grab any handouts you missed from the "If You Were Absent" Station.

**Exiting the Classroom:** In order to be invited to exit the classroom, you should be standing silently behind a tucked in chair at an organized table.

## **Enforcement of Rules and Procedures**

Our classroom expectations are posted in the classroom. Please refer to them frequently and make sure you always do your best to follow expectations.

**Positive Reinforcement:** Following rules and procedures is always expected and appreciated. If you meet and, more importantly, exceed expectations you will have the opportunity to earn rewards in a few different ways.

**Consequences:** The Warning System will be outlined in class.

## **The Grading Breakdown**

*The percentages below are an estimation of how your grade will be determined. The instructor reserves the right to take into account other factors such as improvement, effort, and other intangible factors when determining your course grade.*

### **Tests (40%)**

Tests will be given about every four to five weeks when a natural break occurs in the material. Students are provided with study guides, ample time to review, and opportunities in class to ask questions leading up to the test. There may be sporadic multiple-choice cumulative tests to assess the overall retention of the material.

### **Quizzes/Projects (15%)**

#### **Lesson Quizzes:**

Quizzes may focus on a set of lessons or a specific topic, depending on the unit. **Students may retake quizzes if they earn below an 80%; however, they must sign up for at least one tutoring session prior to the retake to review their mistakes and get extra practice.** If a parent or guardian can vouch for review at home (an email is fine), a student will be able to simply sign up for a quiz retake.

Retake grades will be averaged with the original quiz; the average will be capped at an 80%.



### Notebook Checks:

Because organization is paramount for success in the 5<sup>th</sup> grade and at Latin, there may scheduled or random notebook checks or collections to assess the student's compliance with our organizational system.

### Projects:

In and out of class projects will be assigned when they enhance and extend the content of the class. Students will be given ample time, a detailed rubric, and a suggested timeline for completion of projects.

### Skill Quizzes (10%)

Key skills have been outlined for your student's math course (please see the skill sheet posted on the wikispace). Each week students will have a "mini-quiz" on FRIDAYS to assess comprehension and fluency with one of those skills. Skill quizzes are graded on accuracy and include a timed fluency challenge for those who've mastered a specific skill.

### Homework (20%)

Successful and timely completion of homework is **incredibly** important. It allows a student to practice the material, and the daily completion and checking of homework builds study skills and habits necessary for success in future studies of all subjects. Homework is assigned almost daily, and it consists of 10 - 12 pertinent math problems or a comparable worksheet.

Homework is graded for completion and quality of work. **Homework must be present in class to receive credit.** If a child does not complete a homework assignment when it is due, then he/she receives a zero. The homework assignment may not be made up, as an integral part of the benefits of homework is checking it in class and asking questions.

The quality of homework completion is assessed on a 5-point scale and will be assessed by random and unannounced collection of that day's assignment. We will never grade for correctness unless the homework has already been checked and a student has had an opportunity to correct his/her work.

### Participation (15%)

Participation is assessed on daily basis using a 9-pt scale. Students rate themselves on their exit slip; differences in opinion on "in-class" participation level are discussed between student and teacher, but the teacher is the ultimate voice on that grade.

- 2 pts – Pencil/Notebook/Planner

- 1 pt – Uniform

- 1 pt – **Respect** for peers and **active** listening

- 1 pt- Participating in class by **raising your hand** to ask and answer questions

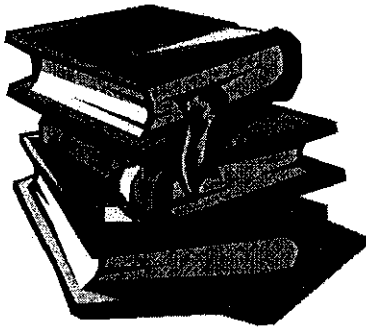
- 2 pts- Participating in class by participating in all notes, worksheets and games

- 2 pts- Exit Slip Problem

- \*+2 points possible each day for answering the Problem of the Day\*

# Fifth Grade English 2016-2017

## Ms. Mujal and Ms. Peale



### Emails:

Ms. Mujal-[amujal@latinpcs.org](mailto:amujal@latinpcs.org)

Ms. Peale-[lpeale@latinpcs.org](mailto:lpeale@latinpcs.org)

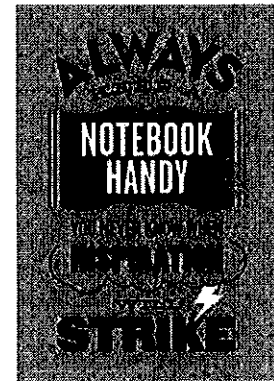
### Wikipages:

<http://wlpasmiddleschool.wikispaces.com/Mujal>

<http://wlpasmiddleschool.wikispaces.com/Peale>

## What Students Will Need for Class Everyday

- Your student planner
- Your English binder
- Your Writer's Notebook (black spiral notebook)
- Your 2-pocket English folder
- Your Reading Log (will make in class)
- Your amazingly complete and neat homework
- Our reading book or text
- A writing implement
- An independent reading book



**Ninja Time** The first five-to-ten minutes of class is a time of absolute silence to refocus our energy and begin English work. Students are expected to take their seats quietly, get out their English materials, write the evening's homework in their planner, and follow the directions for a brief task on the board.

**Class Time** Once Ninja Time is over, we will begin the day's activities, usually a mini-lesson followed by guided and individual practice. We will use whole class instruction, small group instruction, and one-on-one conferences. We will occasionally hold seminars to discuss essential questions.

## Homework

- Twenty minutes of independent reading every day, including weekends. Reading time during classes counts.
- Assigned on an almost daily basis and listed on our wiki pages a week at a time. Should take 15-20 minutes to complete.

## **Fifth Grade English 2016-2017**

### **Ms. Mujal and Ms. Peale**

- Homework is due during Ninja Time. No late homework will be accepted unless student has an excused absence. Such students will have as many days to turn in the homework as they missed, i.e., missed two days, homework due two days after return.
- No homework will be assigned over long breaks, except for independent reading.
- Writing assignments may be submitted electronically as Google documents.

**NB:** Due to the amount of material we need to cover and time constraints, students will not have time to learn keyboarding at school. We highly recommend that students study this key skill on their own.

#### **Grades**

|                     |     |
|---------------------|-----|
| Class Participation | 20% |
| Classwork/Homework  | 30% |
| Projects/Papers     | 25% |
| Quizzes/Tests       | 25% |



## **Curriculum Information**

### **Essential Questions**

- Is part of growing up learning when rules need to be broken?
- Is it ever appropriate to break grammar rules?
- Should all humans spend time in nature?
- How do you know when it's right to take risks?
- What is a hero?



**Four Units of Study** After reading the anchor book(s), students will have a choice of one of four or five book club books in the same genre to read in small groups. Students will receive a personal copy of each the anchor books and the book club books they have selected.

## Fifth Grade English 2016-2017

### Ms. Mual and Ms. Peale

| Quarter and Unit Title           | Anchor Book and Genre  |
|----------------------------------|--|
| Unit 1<br>Beginnings             | <i>Never Say Die</i> by Will Hobbs<br><i>Escape from Mr. Lemoncello's Library</i> by Chris Grabenstein<br>2 Choice Books |
| Unit 2<br>Making It In the World | <i>My Side of the Mountain</i><br>by Jean Craighead George<br>Realistic Fiction  |
| Unit 3<br>Literature & Myth      | <i>The Night Tourist</i><br>by Katherine Marsh<br>Fantasy  |
| Unit 4<br>Heroes                 | <i>Peace Warriors</i><br>by Andrea Davis Pinkney<br>Nonfiction   |

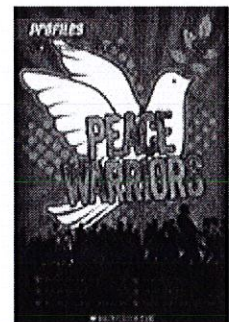
The following items are areas of study we will engage in all year:

**25 Book Challenge** To encourage a passion for reading, we challenge the fifth graders to read **at least** 25 books over the course of the academic year. This includes the books they read for English and Geography.

**Vocabulary Study** We will be studying words based on their Latin and Greek roots, ten words at a time. We will be exploring different methods for studying vocabulary and encouraging students to find and use the strategies that work best for them.

**Sentence Diagramming** This is a wonderful tool for understanding the function of words in sentences. In fifth grade, we learn how to diagram subjects, verbs, direct objects, articles, adjectives, adverbs, and prepositional phrases.

**Reading** By fifth grade, most students are fairly fluent readers. Our goal will be to help students improve their skills across the year. We will be building seven skills that good readers use: summarizing, predicting, making connections, synthesizing, inferring, analyzing, and making critiques.





## Fifth Grade English 2016-2017

### Ms. Mujal and Ms. Peale

Below are some specific expectations for student abilities as they begin fifth grade and our goals for the end of fifth grade.

| Beginning of Fifth Grade<br>Fountas & Pinnell Level S   | End of Fifth Grade<br>Fountas & Pinnell Level U  |
|---|--|
| Understand concrete words   | Understand abstract words  |
| Understand one meaning of words   | Understand multiple meanings of words  |
| Identify the number of syllables in a word  | Identify the syllable breaks in words  |
| Understand that words have parts  | Use knowledge of affixes and roots to figure out word meanings   |
| Understand words literally  | Identify and explain figurative language, especially similes, metaphors, personification and hyperbole |
| Understand long sentences with complex structures, some with more than 15 words                 | Understand long sentences with complex structures, some with more than 20 words                        |
| Read dialogue with phrasing and expression that reflects understanding of characters and events | Read dialogue with phrasing and expression that reflects critical thinking about the text              |
| List favorite books, authors and genres   | Analyze why student likes a book, an author or a genre   |

**Poetry** We will be exploring poetry every other Wednesday and creating poetry portfolios.

**Drop Everything And Read (DEAR) Time** The best way to improve one's reading is to read copiously. Therefore, every **Friday**, we will be reading for most of the class period. Students are expected to always have an independent reading book with them throughout the day.

**Questions?** Please feel free to contact us to discuss them. The best way to reach us is via email at [amujal@latinpcs.org](mailto:amujal@latinpcs.org) and [lpeale@latinpcs.org](mailto:lpeale@latinpcs.org).



WASHINGTON LATIN  
PUBLIC CHARTER SCHOOL  
A Classical Education for the Modern World

## 5<sup>th</sup> Grade World Geography/Literature

Ms. Sarah Senty

EMAIL: [ssenty@latinpcs.org](mailto:ssenty@latinpcs.org)

PHONE: 202-223-1111 ext: 104

### Course Description:

The Geography of OUR world is becoming more important each day. As we look at daily headlines of natural disasters, insufficient resources, and human impact (positive and negative) it is evident that the study of geography has become vital to sustain a healthy planet for future generations. Our Geography class will be structured around a variety of realistic fiction books that will force students into deep discussion and investigations about events, conflicts and predicaments about the past, present and future. It will ask students to explore cultures near and far and how we can be contributing citizens of the local and global community. Through this course students will be able to grasp the five major themes of geography:

1. *Geographic Location*
2. *Geographic Place*
3. *Human Environmental Interaction (HEI)*
4. *Geographic Place*
5. *Geographic Movement*

And improve their literacy skills;

- *Phonics*
- *Fluency*
- *Comprehension*
- *Vocabulary*
- *Research*
- *Argumentative, Narrative, and Expository writing*
- *Summarizing*
- *Analyzing quotes*

**Year Long Questions:** Students will be asked the following questions every unit that we study. The first question will be posted on our classroom wall.

- *How does geography affect the way we, as well as other cultures, live in our world today?*
- *Where in the world is...?*
- *What impact do different cultures have on the world they live in?*

### Text:

- *If the World Were a Village* by David J. Smith
- *The Breadwinner* by Deborah Ellis (Afghanistan)

- Boys without Names by (India)
- Red Scarf Girl by Ji Li Jiang (China)
- Esperanza Rising by Pam Munoz Ryan (Mexico)
- Silver People Voices from the Panama Canal by Margarita Engle (Cuba/Panama)
- Journey to Jo'burg by Beverley Naidoo (South Africa)
- Long Walk to Freedom by Nelson Mandela, abridged by Chris Van Wyk
- Listen, Slowly by Thannha Lai (Vietnam)
- Seraphina's Promise by Ann E. Burg (Haiti)
- The Turtle of Oman by Naomi Shehab Nye (Oman)
- A Long Walk to Water by Linda Sue Park (Sudan)
- Glencoe and National Geographic's: The World and its People (primary textbook-used in class only)

## Materials:

It is important that students come to class prepared on a daily basis ready to learn and with the proper supplies. Students will need to bring a 5-subject red spiral notebook, a red folder with three brass prongs in the middle, pen/pencil, and the literature book that they are currently reading for geography class. Students will be using tape, scissors, and colored pencils on a daily basis and should have their own supplies with them or donate to the class set as well.

## Geography Grades:

|           |           |           |          |
|-----------|-----------|-----------|----------|
| A+=100-97 | B+= 89-87 | C+= 79-77 | D= 69-64 |
| A= 96-93  | B= 86-83  | C= 76-73  | F=63-0   |
| A-=92-90  | B-= 82-80 | C-= 72-70 |          |

**Tests/Projects/Papers: 30%    Quizzes: 25%    Homework: 25%    Participation 20%**

**Summative Assignments:** Tests, projects and papers will make up 30% of each student's final grade. Tests, projects, and papers will not only be given to students to check comprehension and understanding but to allow them to discover something new and display their knowledge in creative ways. Students will receive a minimum 1-week notice before a project, test, or paper is to be completed.

**Quizzes:** Small quizzes will be given on a weekly basis to test comprehension and understanding. Quizzes will consist of short answer, multiple choice, map skills and vocabulary. Students have the right to retake any quiz that he/she wants within 1 week of getting their result. The two quiz scores will be averaged for a final grade. Quizzes will cover at home and in class readings, notes, class work, and discussion that has taken place during the week.

**Homework:** Homework will be assigned 3-5 times a week in World Geography. Students are expected to complete the homework on time. Although Washington Latin has a "No late homework policy" all homework must be completed, and seen by me. Students will receive a *Free Homework Pass* every quarter that allows them to turn in one of their assignments late without penalty.

**Participation:** Participation is a major part of school and is worth 10 points a day. Students will receive points each day for showing up on time, being in uniform, coming prepared to class (book, pencil, planner, notebook, and folder), completed homework assignment from the night before, and taking part in the "due now." Lastly, it is important that students are active members of our community and in the classroom. Each student is expected to contribute and interact with their peers and teachers in a respectful manner by asking questions and taking part in class discussion.

**RESPECT:** Our goal is to create a classroom environment that allows all children to achieve success. Therefore it is imperative that they respect their teacher, their classmates, and themselves. This includes listening attentively to classmates and the teacher. Students should also respect people's personal space.

**Rules:** Students should come to class READY! Ready means they have all of their materials, they are eager to learn, they are on time, they are in proper dress code and that they have used the restroom, etc. before they come to class. These rules enable the class to run effectively and efficiently as well as give all students the optimal environment in which to learn.

**Help:** If students are struggling in geography at any time in the year they are more than welcome to come in for extra help. Students should set up a time via email or in person. Additionally, helpful websites will be added to the 5<sup>th</sup> grade geography wiki page.

I look forward to an exciting year with you and your student in Geography at Washington Latin!

Sarah Senty

Email: [ssenty@latinpcs.org](mailto:ssenty@latinpcs.org)

School Phone: 202-223-1111



## The Basics

### Introduction:

The scope and sequence of a scientific education at Washington Latin consists of an upward spiral. By design, students begin with a survey of the disciplines within a general, academic definition of "science," proceed to focus on each in developmentally appropriate complexity and cultural relevancy across the middle years, and finish by studying with more autonomy and specificity as they approach graduation.

There are two guiding objectives of our fifth grade science education. The first is to provide exposure to three major fields of scientific study: Physics, Earth and Space Science, and Biology. This means to construct frames for main ideas regarding the material universe in which we seem to exist. The second is to formalize a method of inquiry, the Scientific Method, as well as develop the critical awareness necessary to apply such a method purposefully. It is your privilege to emerge fifth grade as critical thinkers, able to understand, articulate, and defend your thoughts, feelings, and actions regarding the physical and social worlds by which we are all related.

### Course Overview:

Over the next 42 weeks, we will progress from the micro to the macro, then back to a human scale, all the while remaining tethered to the human experience and the function of science. We will work through the following eight units in order, with some overlap and reprise: How-To SCIENCE (method), SCIENCE FAIR (intro/overview), PHYSICS 1 (matter and energy), PHYSICS 2 (energy, force and motion), SPACE (objects and relationships), EARTH (geo-, hydro- and atmospheres), LIFE (cells through organisms) and HUMANS (biological and behavioral). Each unit will incorporate elements of the previous and extend into the subsequent. Each unit will include a history of discovery, our contemporary understanding and projections. Each unit will include an overview, exploration, investigation, creation, practice and assessment. Activities will include research, independent reading, informational writing, creative writing, demonstrations, labs, worksheets, projects of many descriptions, and games. Some will include student presentations, guest speakers, and/or field trips. Students will be exposed to standard lab equipment and unit-specific equipment and materials; they **will not** be exposed to hazardous materials or conditions without a skills lesson, a competency evaluation, and your individual, expressed consent. Students will use their WLPCS email, the Google Drive suite, Latin's Wiki, select websites and tools, MacBooks, iPads and our own weather station. To enrich the course and promote the mission of Washington Latin, interdisciplinary activities are planned throughout the year.

### Texts:

We do not work through a textbook. All content will be provided as needed and, as much as is practicable, remain available throughout the year. The majority of text/content will be delivered electronically (e.g., electronic documents, video, interactive websites, etc.), though all written words and static images can be made available on paper. *Please let me know if home internet access is unavailable so we can make necessary accommodations.*

### Course Website:

Electronic texts, homework assignments, enrichment materials and course information will be available through Washington Latin's website, or directly at <http://wlpcsmiddleschool.wikispaces.com/Skoblar>.

### Supplies:

Blue, 3-ring binder (1.5 or 2 inch), notebook with binder holes, folder with binder holes, metric ruler.

Non-specific supplies include writing utensils, highlighters, lined paper, scissors, glue and coloring utensils.



## Coursework and Assessments

### Homework:

Science homework will be given as is beneficial to any particular lesson and schedule. Benefits may include individual practice with concepts or skills, preliminary exposure to content before meeting as a group to work with and beyond it, and maintaining the notion that learning occurs beyond a classroom environment. These assignments are often graded on completion rather than accuracy, though not always. Incomplete or inadequate work (i.e. unanswered questions, responses lacking apparent effort, etc.) will be considered missing until complete and adequate.

### Quizzes:

There will be roughly biweekly quizzes, or formative assessments, throughout the year. Quizzes are shorter than tests and aid in reviewing skills and information presented in class during a single unit. The main purpose is to identify gaps in understanding so as to address them as they occur, as the curriculum is designed to lay foundations and build upon them. That said, it is easiest and most effective to keep up than to catch up – students are encouraged to reach out for clarification at any point.

### Tests and Projects:

Each unit will consist of at least one project and no more than one test, or summative assessment. The tests and projects will require students to use skills and content knowledge obtained primarily from that unit. Tests will consist of appropriate problem solving exercises, short answer questions, and limited multiple choice and matching questions. Project grades will be based upon the individual criteria of the project, which students will receive at the beginning of each assignment.

### Participation:

Observation is an integral part of scientific exploration, though it is only a fraction of how we humans make meaning of our waking hours. Learning, formal and informal, is the sum result of purposeful interactions with materials, events/activities, texts and dialogue. Students will be scored on their preparedness and involvement, respectively measured by their arriving to class with the basic materials (i.e., writing utensils, notebooks, etc.) and understanding of previously assigned content, and their contributions to or detractions from class activities.

### Science Fair:

The 5<sup>th</sup> and 6<sup>th</sup> Grade Washington Latin Science Fair will be held early in the third quarter, though we will begin the process as early as the first quarter. Participation is required and consists of incremental, preparatory assignments, as well as a final product. Projects are to be done independently or in small groups from the same class sections. As well, they are to be completed primarily at home. As students coming to Latin have varying degrees of science fair experience, each step of the process – from asking a question to presenting their original findings – will be covered in detail in class. In addition, preparation for the fair may include the 5<sup>th</sup> grade Math and English classes, as well as assistance from the Technology and Library teams. More information regarding this event will be provided in October.

### Grade Weights:

Participation: 15%  
Homework: 10%

Classwork and DEL Reports: 25%  
Quizzes: 25%  
Tests and Projects: 25%

Note: The percentages above represent the template on which the final grade calculations will be based. The instructor reserves the right to consider other factors such as improvement, effort, and extenuating circumstances when determining the course grade.



## Class Expectations

### Understand:

Understanding is much more than thinking that one knows. Understanding is a desire to know the reality of a phenomenon, an awareness that one thinks and feels some way about it, and a critical pursuit and analysis of information. That desire, awareness and critical examination come together to motivate a person to learn, to make meaning of truths which exist outside of ourselves. **Be aware, always, that you are constructing the world around you.**

### Articulate:

In order to make meaning effectively, one must give form to her or his thoughts and feelings. In its simplest form, this means asking [appropriate and relevant] questions. In the sciences especially, this results in identifying patterns. To be useful, the summary of one's inquiry must be formalized and published, always verbally, often visually. **Be clear and purposeful, always, in your communications.**

### Defend:

In the sciences, truth is established by consensus, which means believing and compelling others in your logic, that you have resolved your inquiry beyond any reasonable doubt. Once you have recognized your curiosity, answered your questions, and published your answers, expect the challenges of alternative understandings. **Believe, always, in your work.**

## Administrative Policies

### Late Assignments:

Homework and classwork are strategically interrelated. Homework provides an extension of, review of and/or practice with concepts and skills from a day's lesson, or the catalyst for a following day's lesson. Because of its immediate value, we will not accept late homework. Students who turn in completed homework on the day it is due (the degree of completion being the province of the instructor) will receive full credit; students who fail to turn in homework on the day it is due will not receive any credit for that assignment. Individual instructors may grant limited exceptions to this policy at her or his discretion.

Because we take seriously our responsibility to teach students how to manage their time and plan for a long term project, we take a different approach with anything that requires more than two days to complete. Students who complete a long-term project are eligible to receive full credit; students who hand in a long-term project one day late can receive no better than a B; students who turn in a long-term project two days late can receive no better than a C; at three days past the due date, an instructor may deny credit completely. Again, individual instructors may grant limited exceptions to this policy at her or his discretion.

### Formatting:

All assignments must include a heading. The following information should appear in the upper, right corner of every assignment (unless otherwise labeled). If there is no heading by which to identify the author, no credit will be issued for the assignment. Assignments with no name will be posted in the classroom. If the student is able to identify her or his work, she or he may write a proper heading on the assignment and submit it for partial credit.

[full name]

[date]

[period]

Jeffy Skoblar

2017.08.24

E

#### Biological Needs:

We encourage students to use the restrooms and drink (filtered water) from the drinking fountain during the five minute passing periods between each class. Students are permitted to carry their own, resealable container of water (only) throughout the day, so long as it does not become a distraction. *If a student has a medical issue that may conflict with these policies, the parent should submit this concern in writing to the student's advisor.*

#### Absences and Tardiness:

We ask that you review the WLPCS Family Handbook, Code of Conduct section regarding the attendance policy. Good attendance is necessary to do well in this and all other courses. Students absent from class are responsible for classwork, homework, quizzes, and tests/projects and must make arrangements to make up any missed work upon their return. They will have as many days to make up work as they had qualified absences.

#### Code of Conduct:

Washington Latin is, above all things, a safe place for children, adolescents and adults, and the occasional classroom pet. We expect all members of our community to adhere to the policies -- and the spirit therein -- expressed in the WLPCS Family Handbook, Code of Conduct. Should a student violate this relationship, we will do our best as the adults present to understand the causes and develop solutions to them. As a matter of safety, education and fairness, we must incorporate disciplinary options into this program. Please familiarize yourselves with the policies and consequences in the Handbook. As the caretakers of our community, it is our responsibility to enforce these rules unilaterally. Just as there are consequences for violations, there will be rewards for those who exemplify the mission of WLPCS and strive to meet or exceed our expectations.

Should you have any questions or concerns regarding the Code of Conduct, please contact your child's advisor or grade director (Kathryn Pike). If these regard science class specifically, please contact me directly.

# Recess Rules

1. Use only positive, respectful language.
2. Respond and follow all adult signals and directions immediately.
3. Stay in the designated play zones.
4. Respect the recess grounds and equipment.
5. Do not endanger the safety of yourself or others.

## Recess Contract

I, \_\_\_\_\_, know that recess is a privilege. I agree to follow the recess rules and understand that I may lose the privilege of recess if I fail to follow the rules.

*Student Signature:* \_\_\_\_\_

As a parent, I, \_\_\_\_\_, have reviewed and discussed the importance of these rules with my student. I understand that these rules exist to keep my student and others safe. I understand that if my student does not follow these guidelines, I will be contacted during the day, and I will work with the Dean of Students resolve any issues.

The best number to reach me from 11:20 am to 12:40pm is

\_\_\_\_\_.

*Parent Signature:* \_\_\_\_\_

**5<sup>th</sup> Grade Syllabi**  
**2016– 2017**

**Please sign and date the following, then detach and return this sheet to your advisor.**

My student and I have read and discussed the syllabi. We understand what supplies we are expected to have, the grading rubric, and the administrative policies of all classes. We will take care to treat the assigned texts with the proper respect. We understand that if a textbook that is not returned in usable order that we will be financially responsible for the full replacement of the item.

Print Student Name \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Print Parent/Legal Guardian Name \_\_\_\_\_

Parent/Legal Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

**Questionnaire:**

Preferred method of communication (please circle):      phone      email      no preference

Best time of day to call: \_\_\_\_\_

Do you and your student have regular access to the internet? \_\_\_\_\_